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PROGRAM AND PAPERS OF THE SECOND WORKSHOP FOR DIRECTORS AND COLLEGE SUPERVISORS OF STUDENT TEACHING

PROF. HUGO DAVID, DIRECTOR

MICHIGAN STATE UNIVERSITY

JULY 24 - AUGUST. 4, 1967

EDITED BY CLYDE W. DOW

SP002491

FOREWORD

The fact of variety in student teaching programs and practices is known to directors and college supervisors of student teaching. The detailed differences, problems and the day-to-day practices of such supervisors and directors and the materials they use are much less familiar. Opportunities for exploration and discussion of these differences, problems and practices are infrequent and too limited to develop insight and understanding and a thorough exchange of ideas.

To help overcome some of these difficulties, Michigan State inaugurated the Summer Workshop for Directors and College Supervisors of Student Teaching in 1966. Its usefulness and success in meeting the needs of people working in student teaching persuaded us to make this opportunity available again in 1967.

The papers in this volume, prepared by the workshoppers and edited by Dr. Clyde Dow, were completed within the brief two-week period of the Workshop. The topics represent the needs and interests of the authors and do not presume to cover the field in either breadth or depth; no central theme had been announced for this Workshop. Combining this volume with the one from the Workshop last year and, hopefully, also future years may lead to broad coverage and possible sequential organization.

Hugo David, Director

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DAILY SCHEDULE

WORKSHOP FOR DIRECTORS AND COLLEGE SUPERVISORS OF STUDENT TEACHING

Michigan State University

July 24 - August 4, 1967

Monday, July 24, 1967

9:15	Registration
10:15	Trip to Red Cedar School Summer Student Teaching Operation
1:15	Address - Dr. E. O. Melby
3:00	Getting Acquainted
3:30	Complete Registration

Tuesday, July 25, 1967

8:00	Video-Tape in Student Teaching Mr. Kent Gustafson
10:00	Planning and Organization
1:00	Student Teaching Internship Dr. Horton Southworth
	Assignment: "If I could, I would..." Please.

Wednesday, July 26, 1967

8:15	Research: Teacher Effectiveness Mrs. Judith Henderson, Learning Systems Institute, MSU
1:00	Work Time Drs. Southworth, Myers, Dow and Mr. Dougherty available for consultation

Thursday, July 27, 1967

At 111 Erickson Hall

8:00 - 10:00	Dr. Kennedy discusses MSU Student Teaching Program and Related Matters

10:30 - 11:45	Groups, Organized by Size and Type of School Represented by Participants Discuss What Is Distinctive About Their Own Student Teaching Programs
1:00	Work Time for Project Committees

Friday, July 28, 1967

8:00	Trip to Eastern Michigan University - Ypsilanti - Pre-Student Teaching Program, Host: Dr. Karl Dramer

Monday, July 31, 1967

8:00 - 10:00	Discussion of Friday's Trip to Eastern Michigan and Matters Related
10:30 - 12:00	Pre-Testing and Selection of Student Teacher Candidates Mr. Brad West
1:00 - 3:30	Committee Meetings and Planning

Tuesday, August 1, 1967

8:00 - 9:00	Student Education Released Time Project in Lansing Junior Highs Dr. George Myers
9:00 - 12:00	Work by Committees on Projects
8:00 - 2:00 p.m.	Seminar in Jackson with Dr. Kennedy--Miss Erlandson, Mrs. Stewart, Mrs. Fleischman, Mrs. Essex
1:00 - 3:30	Work Time for Committees

Wednesday, August 2, 1967

8:15	M-Step Program Jerry Chapman, Michigan Department of Higher Education
9:00 - 12:00	Committee Planning and Work on Projects
1:00 - 3:30	Committee Planning and Work on Projects
	Assignment: Return "If I could, I would."

Thursday, August 3, 1967

8:00 - 10:00	Discussion by Total Group of Problems in Student Teaching
10:30 - 3:00	Final Work Sessions by Committees on Projects
12:00 Noon	Luncheon - Elks Club on Moores River Drive Presentation of Certificates and Gallon of Mayonnaise
	Assignment: "If I could, I now would..." Please.

Friday, August 4, 1967

8:00	Final Reports
11:00	Evaluation of Workshop
11:45	Adjournment

PLACEMENT OF STUDENT TEACHERS: A COOPERATIVE VENTURE BETWEEN TEACHER EDUCATION INSTITUTIONS AND PUBLIC SCHOOLS

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Placement of student teachers has been, and will continue to be, the crux of the entire teacher education enterprise.

Where To and How? (Or Even Why?) Many practices of the past have merit still, but the increasing demands made of the public schools from every side, in addition to the increasing numbers of student teachers to be placed, make it mandatory that change come about in the way that placement is done.

Seen as an innovation in the near future is a cooperative venture between school districts and teacher training institutions, each assuming a somewhat equated portion of the actual student teaching experience. The philosophy underlying the education of teachers must undergo radical change if the participating public schools are to view their role as being one of professional obligation rather than one of benevolent benefactor. The idea is not new that only as proficient are student teachers helped to become as they enter the profession will the teaching profession itself be upgraded.

Faculty members engaged in teacher education at our colleges and universities have had to reappraise their position. Many, for the first time, are listening to well-qualified teachers and administrators as they offer suggestions in determining policy. They are ready to effect change whereby there can be increased participation by these persons in planning, executing, and evaluating teacher education programs.

The role, too, of the public school is changing. Whether it wants to accept it or not, it is becoming the one socializing agency that touches the lives of most people. In order to meet the challenges that such a position creates, sheer numbers of pupils force a revision of teacher directed activities and energies. Add to this the urgency for increased support of the student teacher program and one can only surmise that presumably at the request of the public school personnel can attempt at change be brought about. (3)

There follows, then, innovative ideas that are basic to joint-appointed assignments:

1. the selection of truly masterful teachers to work in the program who are acutely interested in helping others to become as outstanding as they themselves are (1)
2. a coordinator within the framework of the school(s) who would do the student teacher assigning in cooperation with university personnel, striving where possible to assign students with teachers who compliment each other's personality
3. a development of greater use of the team teaching concept, using the student teacher as a team member
4. an in-service training program for supervising classroom teachers, the expense for which would be absorbed by the teacher training institution
5. a demonstration, or directed observation, program that offered "free rein" for interested student teachers
6. an allowance in the supervising teacher's schedule that would free her during the day for two-way and three-way conferences, the latter to include the university coordinator
7. a salary adjustment to be borne by both the teacher education institution and the participating school district
8. a program that puts more of the responsibility on the classroom teacher and less on the university supervisor whose role would be to work more with larger numbers of supervising teachers and less with student teachers

9. an exploration of the concept of not granting credentials to students upon the completion of a successful student teaching experience, but at the termination of a successful two-, or possibly three-year period in an actual classroom.

Teacher education programs all over the country are trying or will try many of these innovations within the next year or so. Because of proximity and stature, the teacher training program at Michigan State University is briefly reviewed. As a model, its strengths are numerous, but it must be borne in mind that different areas have extremely differing needs and limitations.

A Program Reviewed (MSU). Two basic questions will be handled: (a) How does MSU go about placing student teachers in the cooperating schools? and (b) What does MSU do about developing and maintaining a good relationship and spirit of cooperation with the schools? It is recognized that a treatment of these two questions could become quite voluminous if the many ramifications of each are considered, so the report will not be all-inclusive. Each question will be handled separately although there is considerable overlapping in practice.

A. The Placement of Student Teachers in the Cooperating Schools. Because of its size, the Department of Student Teaching at MSU has a number of satellite student teaching centers scattered over the State of Michigan with a heavier concentration of centers in the more densely populated areas of the State. Each of these centers has a coordinator who seems to be the key individual to make the program work. A "pool" of schools and supervising teachers is located within commuting range of the center. Once assigned to the center, a student teacher is placed in his teaching station by the coordinator.

Also, because of the sizeable number of student teachers handled each year, some of the initial assignment procedure is handled by data processing. At first glance, it would seem that the machine had a great deal to do with the placing of student teachers, but actually the machines do only broad groupings. The actual assignments are made in the centers by the personal matching of the coordinators. In fact, the MSU coordinator's first responsibility is the placing of student teachers.

Application to enter student teaching is usually made at least nine months before the actual experience is to begin. He lists three choices of centers on the application and he is placed as near his first choice as is possible. Sometime before the student moves to the center, he is taken with a group from MSU by bus to the teaching center. This is a part of his orientation and he has the opportunity to become acquainted with the school, his supervising teacher, and to learn a little about the community.

For convenience of supervision, the possibility of clustering student teachers in buildings (two to five in a building) is considered. (2)

Placements are not discussed with teachers until cleared with appropriate administrator who has the right to reject a student assignment. After clearing an assignment, most coordinators personally call on the supervising teacher for approval of the placement. The coordinator, in placing a student teacher, keeps in mind several principles:

a. An attempt is made to match age and sex of the student teacher and supervising teacher.

b. Usually a supervisor will have only one student teacher in a school year.

c. Student teachers can do practice teaching in their minor field where necessary.

d. Student teachers may not make any efforts to locate their own supervising teacher. (5)

e. Compatible personality matchings are sought. Usually this requires the skill of the experienced coordinator.

B. Developing and Maintaining Cooperation with the Schools. The coordinator at each of the centers provides the link between the school and the university and is the person most responsible for cooperation by "...representing the College of Education in cooperative planning to help make the resources of the schools available to the colleges... (and) handling all the administrative details involved in assigning, housing, supervising, and evaluating the student teachers in his center." (4) This clearly puts the coordinator in the position of being a public relations individual involving the College of Education, the student teacher and the supervising teacher.

The coordinator has to identify and utilize qualified supervising teachers. Because the school has initially requested that students be placed there, the coordinator has the advantage of feeling like a "wanted" guest. He can call upon the principal to help locate his supervising teachers to build his "pool." After the coordinator has worked in a center long enough to become acquainted with the teachers, he can seek out and select his own teachers.

After a supervising teacher has been selected and a student teacher assignment has been made, the coordinator does not terminate his relationship with the school administration. It is clear that the coordinators do not want to get in the way of the administrators, but they do invite the principals to visit the student teachers and they ask them to attend seminars held for supervising teachers.

Perhaps the best way utilized to maintain a good spirit of cooperation is the holding of regular seminars for the supervising teachers. This procedure provides an excellent line of communication between the college and the school. Also, it provides an avenue of exploration of problems sometimes before they arise and often contributes to easy finding of solutions to problems.

Related to the regular seminars and as important in the area of public relations is the practice of bringing the supervising teachers to the campus of MSU for a workshop. In this way the teachers become identified with MSU and feel more dedication to their work with student teachers.

This, then, is how one school of teacher education (considered to be one of the best in the nation) meets placement and cooperation problems. The effectiveness of the teacher training institution is of little use, however, without a genuinely interested and supportive school system.

A Principal Views the Position of a Participating School.

Any analysis of a student teaching program cannot ignore the fact that one of the most important single factors is the necessity to acquire high quality cooperating schools for the placement of student teachers. A second important factor is the careful selection of cooperating teachers to work with student teachers.

In order to better understand and to assure sound procedure, an attempt to list the responsibilities that a cooperating school must assume in order to insure a good student teacher program might include such things as the responsibility:

1. to interpret the student teaching program to the school board and the community
2. to interpret the program to the entire staff
3. to seek acceptance for student teachers by the school staff
4. to enable the student teacher to see the entire concept of a school
5. to provide opportunities for the student teacher to accept responsibilities outside the classroom
6. to participate in the evaluation of student teachers
7. to suggest improvements for the entire student teaching program
8. to discuss with the student teacher the opportunities of responsibilities of full-time teaching.

Since the cooperating teacher is a member of the staff of the cooperating school, it is felt that a list of responsibilities of cooperating teachers should also be included. They are:

1. to help the student teacher understand the responsibility of their position in the school program
2. to develop an understanding of both immediate and long-term goals of the school

3. to assist the student teacher in assuming regular classroom duties in instruction to insure continuity of instruction

4. to work closely with the coordinators and supervisors of student teachers to insure the success of the student teacher program

5. to provide guidance and leadership to the student teacher

6. to make evaluations, provide data and assessments of the student teacher's success or failure.

As detailed by the American Association of Colleges for Teacher Education in its Report Number Two (6), the cooperating school must provide more than mere acceptance of the student teacher program. It must 'reflect a positive interest' and foster an attitude of encouragement. A student teacher program based upon the responsibilities contained in this paper will provide a shared responsibility between cooperating school and the college. This partnership, with the duties of the school defined, will create the ingredients of a successful student teacher program. The necessary attitudes will be generated to give stability to the program and to insure its continued existence. The clarification of the role of the cooperating school defines areas of responsibility and offers a rationale for cooperative partnership between school and college.

Agreed upon thus far has been the importance of the key person, namely the university supervisor, to assure cooperative structures in school-college relationships. From whom does he draw for strength and purpose? Usually it is the Director of Teacher Education, and in some instances, depending upon the size of the institution, the Director also serves as coordinator.

What Is the Role of A Director of Student Teaching? The chief responsibilities of directors of student teaching lie in the administrative details of obtaining meaningful student teaching assignments. Oftentimes success, or failure, is dependent upon the location of the school or upon the supervising teacher. Therefore, considerable thought should be given to the factors involved in a student teaching experience.

Requirements for entering student teaching. Each college naturally has its own requirements, but among the most common ones are:

1. A minimum number of hours as established by the individual college or university.

2. Certain professional education courses thought to be essential for those individuals desiring to become teachers.

3. A minimum scholastic achievement established by the college.

4. Acceptance to the program, usually based upon a formal application containing references of college professors

a photograph, health certificate, dean's clearance, and a statement as to reason for wanting to become a teacher.

Contacting the Public School Administrator. Tradition dictates that one person in any given school system is assigned the responsibility of placing the student teachers with classroom teachers who are considered to be knowledgeable about teaching and who are capable of guiding inexperienced people into teaching.

The person usually responsible for this function is the personnel director or the principal of the school. In some cases city-wide subject matter supervisors will carry out this responsibility.

The director of student teaching should:

1. Request the placement of student teachers well in advance of the time to report.
2. List names and major academic areas of the student teachers in initial contact with participating school, along with any particular or unusual needs of individual student teachers.
3. Utilize teachers who will best be able to render service to the student teachers.
4. Inform the school representative of the inclusive dates of the student teaching assignments.
5. Forward a data sheet to the supervising teacher(s) which lists the student's course preparation and other data considered to be pertinent.

Assigning College Supervisors. In assigning college supervisors who will observe student teachers and counsel with them, the director of student teaching should:

1. Consider the supervisor's total load which involves travel time as well as a certain ratio of students to supervisor. Normally, two student teachers are equated with one hour of classroom contact.
2. Allow supervisors a preference for locality to work in because certain individuals function better in some environments than in others, particularly after they have become acquainted with the faculty, administration, and the school plant.
3. Maintain a close working relationship with college supervisors. They can inform the Director of any difficulties or problems which might arise.
4. Restate the policies of the college periodically for new faculty members.
5. Offer assistance to any supervisor whenever it is sought.

Seminars. The director will conduct seminars for student teachers, or appoint other faculty members to do so as the situation requires. A typical pattern follows:

1. Orientation seminars in which certain college policies, requirements, and expectations, as well as words of encouragement are presented.

2. Mid-term seminars with major department professors for the purpose of discussing subjects of mutual interest and/or concern.

3. Final seminars at which time students are requested to evaluate their experiences and to suggest changes that they feel might strengthen the student teaching program.

The director of student teaching is also responsible for sending evaluation forms to supervising teachers and for reporting final marks for the student teachers.

In addition to the foregoing duties the director of student teaching should be dedicated to the cause of student teaching to the extent that he will want to join professional groups, attend appropriate conferences and seek new methods and ideas for his professional growth. (7) He must constantly seek to have a perceptual view of teacher preparation, a preparation that is more than procedures for certification and licensing of teachers. It is total involvement of teacher education institutions and the public schools they serve.

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HANDBOOK FOR STUDENT TEACHERS

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PREFACE

This paper represents the team's cooperative effort at formulation of some common guidelines applicable to those involved in student teaching programs. Each member of the team has elaborated on the attached paper adding specifics particularly pertinent to the situation in her respective institution. These more complete handbooks are the results of the individual study and the total workshop program. We feel confident that these elaborated handbooks will be of great value to us as we return to our respective institutions.

INTRODUCTION

The material in this Handbook attempts to introduce the student teacher to a new and very different phase of the teacher education program, and to give a few particular aids and suggestions. Only when a student reaches that time in his preparation when he is ready to begin his student teaching is the opportunity presented for translating his educational theory into action.

No attempt has been made to give a representative list of the problems which confront the student teacher. These problems can be handled as they are presented during the orientation period and in the continuing seminars. It is desirable to build the student teacher's program through the semester rather than at the beginning with preconceived ideas about a set of variables.

ADMISSIONS AND ELIGIBILITY REQUIREMENTS

Application. The applicant should check with the Director of Student Teaching for assignment prior to the end of the semester in which preliminary application is made. A final application form must be made and filed in the office of the Department of Education at least one semester in advance of the time the teaching is to be done; that is, not later than May 15 prior to the beginning of the first semester and not later than November 15 prior to the opening of the second semester or spring term.

Prerequisites. The applicant will have met the following:

1. Senior standing or last semester of the junior year of a regular college curriculum.
2. Good physical and mental condition implying physical stamina and emotional stability adequate to carry on under the pressure of teaching activity.
3. Show proficiency in written and spoken English.
4. An average scholastic standing of not less than 2.0, preferably a 2.5, of his total preparation. No grade less than a 2.0 point value in major and minor subjects.
5. Completion of required professional courses.
6. A written recommendation from the applicant's instructors, or the head of the department of his teaching field.
7. There must be on file in the Registrar's Office a copy of all college credits earned at colleges and universities other than.....
8. There must be on file in the Department of Education an official health certificate.
9. A schedule which will allow the student to spend the minimum of one-half day for a semester or a full day for one-half semester in the elementary or secondary schools.

ROLE OF PERSONNEL

Student teaching involves interaction with administrators, teachers, students, pupils and parents. Only by working harmoniously toward common goals and objectives can the public, private and the parochial schools insure quality of pre-service experience that makes for quality teaching.

Dean and Registrar

1. Coordinate with the head of the department of education, who is the director of the total student teaching program, in determining the general policies with regard to the teacher education program - concerning chiefly:

    a. The necessary general and professional education courses and activities for teacher certification.

    b. The college supervisor who guides and directs the student teaching activities.

    c. The cooperating schools and the supervising teachers in regular classrooms.

    d. Allocation of the time for the student teaching periods.

Director of Student Teaching

1. Coordinates with the Dean, Registrar and faculty personnel who contribute directly to the general and the professional courses in the teacher education curriculum.

2. Secures and processes applications for student teaching.

3. Makes application to school superintendent, principal and supervising teacher for the student teacher to share in their school facilities for laboratory experiences.

4. Cooperates with college faculty member who is responsible for supervising a student teacher or a group of student teachers in cooperating schools.

5. Collects and processes reports from the college supervisors.

6. Processes letters of recommendation from the college supervisor to the principal and supervising teacher of each student teacher.

7. Maintains for future reference an office file of students who have completed the student teaching programs.

College Supervisor of Student Teaching

1. Has direct responsibility to supervise a student teacher's activities in a cooperating school.

2. Keeps the director of student teaching informed.

3. Cooperates with supervising teacher and student teacher in planning, executing and evaluating a desirable program of professional laboratory experiences.

4. Assists student teachers in selection, use and evaluation of appropriate instructional materials and experiences in extra-curricular activities including professional reading.

5. Visits classrooms for first hand knowledge of student teacher's progress.

6. Schedules regular seminars or discussion meetings.

7. Evaluates student teacher growth and development with the supervising teacher and student teacher. The final grade includes the evaluation of the college supervisor as well as that of the supervising teacher.

8. Writes an evaluation for the student teacher Placement Service Bureau.

The Principal in the Cooperating School

1. Cooperates with the college in the selecting of the teachers in his school who are willing and qualified to supervise student teachers.

2. Develops insights and understandings on the part of his staff concerning student teaching.

3. Includes the student teacher in some staff meetings and in in-service teacher meetings.

4. Invites the student to participate, when feasible, in parent-teacher conferences, PTA meetings, assemblies.

The Supervising Teacher

1. Provides situations and opportunities in which the future teacher has occasion to analyze problems in his laboratory experiences and to test theory in practice.

2. Guides the student teacher in establishing and attaining cooperatively-made objectives.

3. Arranges a schedule in actual teaching which provides for gradual growth in assuming responsibilities.

4. Provides opportunities and time for conferences with the student teacher.

5. Has a right to expect from his student teacher a cooperative attitude, enthusiasm in his work, ability and willingness to accept responsibility, gradual improvement in quantity and quality of teaching.

6. Recognizes freedom to contact college supervisor to ask questions and to offer suggestions concerning the student teacher program.

__The Student Teacher__

1. Makes the transition from student to teacher in a learning situation.

2. Accepts readily the guidance, help and direction of the supervising teacher.

3. Observes to learn; not to become a carbon copy or a rubber stamp of the supervising teacher.

4. Helps and as time and increased experience permits shows his own individuality and initiative in planning.

5. Receives constructive criticism.

6. Accepts the supervising teacher's judgment in areas beyond his competencies.

7. Is willing to accept the norms for dress and attendance prescribed by the Department of Education in the college.

8. Keeps confidential all information received about the assigned school and about the pupils in his class.

9. Notifies the supervising teacher as soon as possible when it is necessary to be absent from student teaching.

SUGGESTED SEQUENCE OF ACTIVITIES

The student teacher experience begins the first moment the student enters the school building. The actual teaching experience should be a gradual transition from a dependent role to one of initiative and responsibility. The following is a suggested sequence of activities to reach this goal.

1. Activities to acquaint the student with his particular situation.

    a. Touring of the school plant

    b. Meeting staff members and administrative personnel and becoming informed on their functions

    c. Becoming acquainted with the socio-economic backgrounds of the pupils attending the school

    d. Becoming oriented to the special instructional tools and services of the school.

The student teacher should have orientation to everything the teacher needs to know in order to do an effective job of teaching.

2. Initial activities which the student can succeed in doing and which require little planning are:

    a. Routine and administrative duties

        1) checking papers
        2) putting material on the chalkboard
        3) collecting and distributing papers and materials
        4) monitoring tests
        5) giving vocabulary and spelling words

    b. Minor teaching duties that might involve the student teacher in the early days of his assignment are:

        1) working with small groups
        2) assisting children who are working independently on projects taught by supervising teacher
        3) reading instructions and explaining difficulties that might be encountered.

3. Individual lessons planned

    a. Lessons planned with the supervising teacher should include types - developmental, reinforcing, review

    b. Individual lessons planned independently

4. Unit in one area with individual daily plans to implement it in the teaching situation.

5. Responsibility for the planning and teaching of the daily program.

6. Total responsibility for the planning and executing of a weekly schedule.

7. Participation in parent-teacher conferences and nurse or doctor sessions with parents and/or children.

CONFERENCES

It is in conference with his college supervisor and supervising teacher that the student teacher receives the most help with his teaching problems and guidance for future growth. This is the time when he is oriented to new aspects of his work, given background information about pupils and policies, helped with plans, and prepared for observation. Through conferences he clarifies his understanding of educational principles and gains perspective on his performance and progress.

1. The weekly conference.
   The student and the supervising teacher are expected to schedule a regular weekly conference. At this conference plans for the week are made and the student is assigned responsibilities. The supervising teacher will also use this time to bring in discussion those aspects of the student's work in which he needs help.

2. Informal conference.
   On many occasions it will be advisable to hold an informal conference, briefly after a lesson, while passing in the hall, while teaching, or in the teachers' lounge. This may be a time to glance over observation notes, ask or answer questions, or make a last minute addition to plans. Matters discussed informally in an emergency will often need to be discussed further in the weekly conference.

3. Conferences with the College Supervisor
   The student teacher will have a weekly schedule conference with the college supervisor. This is to discuss the student's performances, attitudes and problems. At mid term and at the end of the term, a comprehensive appraisal of the student teacher will be made by the supervising teacher and the college supervisor.

4. Group conferences
   College supervisors and department members will hold periodic conferences with student teachers in order to deal with broad educational topics of general interest and concern. These conferences provide opportunity for critical thinking and an exchange of ideas on basic problems, such as orientation to new teaching situations, securing a position, professional organizations, ethics, methods, materials, and teaching experiences.

APPENDIX

Self Evaluation for the Student Teacher

1. Evaluation of activity

   a. Has this activity helped me? How?

   b. Has it raised questions in my mind?

   c. What did I learn or experience about children as a group and/or individuals?

   d. How may I apply it to future situations?

   e. Has it increased my understanding of community? school? curriculum? school system? teachers? methods? administration of school?

   f. Do I need to discuss some facet of it with my supervising teacher and/or college supervisor?

2. Evaluation of an individual lesson

   a. Was my plan as complete and adequate as the situation demanded?

   b. Did I have the security engendered by a complete command of the subject matter?

   c. Was the material selected suited to the needs of the class?

   d. Did I have the vocabulary necessary to communicate this knowledge to the class?

   e. Did I attain the stated aim of the lesson? To what degree?

   f. Was I comfortable in manipulating the materials I selected to use in my class?

   g. Were the selected materials as effective as I had hoped?

   h. If I repeated the lesson at another time, what changes would I consider mandatory for a more successful lesson?

The above questions suggest guidelines for reflection before a conference or a lesson with an observer. They give direction but by no means exhaust the questions that the student teacher could and should ask himself after a lesson. Such a questioning attitude leads to the development and improvement of the professional image one presents to his colleagues.

Evaluation from the supervising teacher

Final Appraisal of Student Teaching

Name of student ________________________________ Date __________

College ______________________________

(Write a reasonably detailed and accurate appraisal of the overall teaching effectiveness and potential of the student teacher. It should give his points of strength; and, if there be deficiencies, either inherent or remediable, these too should be mentioned. In general, the statement should be the kind that you would want to receive if you were considering the student teacher as a candidate for a teaching position in your school. This evaluation will become a part of the student teacher's permanent record in the ------.)

COMMUNITY INFORMATION

1. In what type of community is your school located?

2. What are some of the major businesses, industrial centers, factories?

3. What community recreational facilities are available?

4. What types of homes are in the area?

5. What direct use does your school make of the community?

6. What direct use does the community make of your school?

Evaluation from supervising teacher

Confidential

Student ______________________ Term ______________ Year ________
Assignment ____
School ______________________________ Address ______________
Supervising teacher _____________________________________
College supervisor ______________________________________
____

Ability to plan
Classroom control
Extra curricular control
Use of materials
Initiative
Sense of responsibility
Ability to cooperate
Habitual use of correct English
Voice
Personal grooming
Professional attitudes

Please indicate: Poor, Fair, Average, Above Average

PERSONAL DATA SHEET FOR STUDENT TEACHER

Since you will probably be a total stranger to your supervising teacher, it is important that he get to know a little about you. Below is a form to be filled out and presented to him.

Name ____________________________ Age ________ Sex __________
Campus Address __________________________ Telephone ___________
Single _______ Married ______ Children ______
Means of transportation ____
Special abilities, hobbies, recreational and reading interests. ________
____
Travel and/or military experience ______________________________
Educational background
    High school attended ____
    Colleges ____
Experiences with children ______________________________________
    Age of preference ____

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THE EMPHASIS ON THE PERSON IN THE STUDENT TEACHING SITUATION

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We live in a world of computers and calculating machines. Fundamentally however, the human problem remains the same. The question that man asks to himself is not: How can I produce more? but rather, How can I reach to greater equilibrium and happiness? One year ago, Cousins wrote in the Saturday Review:

> The reason these matters are important in a computerized age is that there may be a tendency to mistake data for wisdom, just as there has always been a tendency to confuse logic with values, and intelligence with insight...(1)

Of course one might build up entirely, on paper, a beautiful system for the practical training of teachers. The whole thing might be fascinating, comprehensive and logical. There might be all kinds of tests in there, some before, others during and after. A well thought out program, with regular interviews and scientific controls.

As for me, when quoting these words of Cousins, I try my best not to cherish that kind of delusion. I rather attempt to separate the things that are only means from those which appear to me essential in the field of student teaching.

THINGS THAT ARE ONLY MEANS

Like many others, I would like my prospective teachers to get the most they can out of their student teaching experience.

Like many others too, I would be tempted to intervene at times, with the whole battery of audio-visual means and with a complete catalogue of teaching situations to display before my students' eyes. Would I be right then?

Of course they need us. They need our support and our contribution. For instance, video-tape seems to be an essential thing. It permits the student teacher, while observing himself directly and freely, and through feedback and analysis, to operate in himself deep changes of mind and behavior. Yet, the very practice of video-tape by a student left to himself may eventually cause some harm and develop insecurity. We need to be there in some way.

Similarly, the scientific testing and computation of behaviors, as well as the analysis and cataloging of situations, may eventually help the student teacher in getting more conscious about his classroom situation and in clarifying his own categories of reactions. Yet, the number and complexity of cases may eventually cause fear, anxiety and depression in the student teacher. Again we need to be there.

These are means only. They have to be used properly. If not, either the student will see only his own deficiencies, or else he will think he has come to know all the situations in number and content, or again he will attempt to structure himself in a mimetic way towards certain situations. In any case, there will be restriction or regulation of the personality, to the prejudice of personal creativity. We will not have reached our aim, since a teacher is essentially one who constantly re-creates himself, without borrowing from others, and who gets involved at every moment in a decision to make.

THE ESSENTIAL THING: "TO BE ONESELF"

In a recent study, based on perceptual psychology, Arthur Combs has vividly demonstrated that a teacher is primarily a PERSON, who tries to express and achieve himself in his own style.

> We may define the effective teacher as a unique human being who has learned to use himself effectively and efficiently to carry out his own and society's purposes in the education of others. (2)

If we lay down that fundamental principle right from the beginning, we give then an inward orientation to the whole system of teachers' training and also to the personal attitude of the staff involved therein.

A. TO ACCEPT THE PERSON

Let us permit everyone to be himself. A teacher is a person who discovers and builds himself through contact with events and other people. Pre-established patterns, borrowed styles, well-defined methods are of little help here. Every young teacher must face the situations by himself, use his own "antennas," observe himself in the making, and become more aware of the dynamic trend of his own personality.

If the supervising teacher, the coordinator and the director of student teaching are willing to look at the prospective teacher focusing on the human element, they will be led to change their whole attitude and to attach less importance to their own ways of doing things.

To accept somebody as a person means to accept all his complexity and possibilities. This calls for a great respect for other people and their "perceptions," a special kind of mind, at the same time risky, relaxed and secure, and a system of values which counts more on people than on things.

I don't mean we should be excessively optimistic and indulge in the theories of Rousseau. On the contrary, means of control must have their place. But the whole thing is to know where their place is. They come after the person, not before. Let's try to eliminate every paralyzing element that might exist in our "norms," "criteria," "rules" and "evaluation."

In other words, let us create, for the future teacher, a climate of confidence. Let us set the stage where he can use himself, his talents and his surroundings efficiently.

B. TO SET THE STAGE

How can we achieve this "self-training" of teachers? How can we set the stage properly so that they become "themselves" completely? How can we practically be favorable to the personal experience of the student teachers?

1. The New Pedagogy

Everybody speaks of "new pedagogy" (pedagogie nouvelle). (3) We claim the right for the children to make their own experience, to experiment by trial and error. The lecture-type lesson has become very unpopular, and the relations between teacher and student are now established on a new basis that is free expression rather than authority.

If this is true for the child, it is also for the student teacher. Some will say that a classroom is not an experimentation field for innovators with hare-brained ideas. But are student teachers these kinds of people? Why minimize their aptitudes and their professional preparation? Each of them wishes to succeed and to receive some kind of acknowledgement, from himself first, then from his class and from the society (parents, community). That motivation helps the student teacher to guide himself.

By the very fact they adopt the new pedogogy, the supervising teacher and the supervisor set a proper stage for the student teacher in pursuit of the objectives we want. Everybody feels more relaxed then. The fear of making mistakes is replaced by the joy of discovering. The theoretical pedogogy makes room for life and exchange of views.

2. Cooperation Between Student Teachers

Simon Fraser University (B.C., Canada) has formulated a teacher education program which continuously gives the students an opportunity to exchange ideas and experiences between themselves. (4)

In the first phase, the students, in groups of four, participate in a teaching (or school) experience with a master teacher. Every day, a conference ("cooperative") allows them to share common points of view and to evaluate.

In the second phase, they return to the campus to meet in larger groups, to take part in seminars, to reinforce learning with readings, and to proceed to discover pedagogical principles from the previous experience.

Only after that are they sent to a school for their student teaching experience in the field of their academic competence. I don't know if in that third phase the student teachers are allowed to visit one another, but if that would be done, I think we would be surprised at the results.

Anyhow, that kind of pedagogical prospecting, conducted in common by the student teachers who feel equal, far away from any compulsion or imperative, allows them to get rid of a few admitted ideas and to compensate with personal expression. It enables them also to get more precise ideas and a stronger critical mind. (5)

3. Service and Services

This does not mean to say that the future teacher will be self-taught but he will certainly play a central role in his own formation. The advising professor, the supervising teacher, the director at various stages in the student teacher's development should play a role of service. All their strength and their influence (and this can be enormous) rests in a certain modesty and their availability. They speak little, but see and purview all events. Their presence is discrete but continuous and makes itself felt when necessary.

It is imperative that above all things they put at the service of the student teacher all the help he will need and above all make themselves available. Concurrent lecture courses during the student teaching experience have become as unpopular as an unrequested visit from the tax examiner. Instead let us deal with the concrete situation, its innumerable problems, the social implications. The student will then be eager for the conference for which he has felt the need and asked.

The organization of seminars requires the active participation of the professor who takes his place among the students as one of them.

Authoritative documentation of research (library of video-tape covering all the teaching situations), and the organization of pre-teaching experience before entering the University, are two areas in which the resources of the staff can contribute a great deal.

But let us remind ourselves that the preponderant role of the master teacher is to be the witness of the improvement and of the personal evolution of the student teacher. If the master teacher forgets to notice the good results, if he does not care to share the joys and the difficulties of the experience that go on, if he believes he can settle everything just by intervening personally, then he misses the whole point, because his role is to be involved with another human being in the same adventure.

The conclusion to those remarks is evident. One can try to build up scientifically a beautiful system of teacher education. But the question remains entire: is there any infallible system? Which one is the best one?

> Each teaching-learning situation is, in many respects unique. There is no fixed and infallible formula for engendering learning. In this respect the work of the teacher is different from that of the technician...The teacher must view each learning situation anew. (...) He makes decisions which represent a variable degree of personal autonomy. In other words, he decides for himself. (6)

If we succeed, in a student teaching experience, in placing the prospective teacher's destiny in his own hands, in letting him go in front of us according to his own rhythm just the way Montaigne wished him to go, then we play a real part in the formation of a human being, then we permit a man to build himself, to be autonomous and adult, to become aware of his own strength, in a word, we train a good teacher.

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SELF-EVALUATION FOR THE STUDENT TEACHER

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INTRODUCTION

If teachers are to improve in their personal and professional competencies, it is necessary that proper evaluation of growth be incorporated into the student teaching experience as an integral part. In this way self-evaluation will be integrated into the teacher's pattern of instructional behavior. Essential to good evaluation is the awareness of the purposes of student teaching, the understanding of the student teaching personality, the ability to analyze the teaching process, and the willingness of all parties to participate in free and open discussion. If these components are present, evaluation cannot help but result in profitable ends.

Evaluation in student teaching means the mutual analysis of successes and failures and the identification of the causes of each with an eye toward the continual improvement of the student teacher in his teaching role. Only in this way can progress toward the goals of student teaching be accomplished. (4)

Self-improvement in teaching achieved through self-evaluation is both desirable and crucial. Mere teaching experience will not guarantee improvement. In fact, the teacher who does not attain professional growth and improved teaching behavior is bound to regress. The goal of all evaluation is to bring about desired behavioral change on the part of the student teacher. In order that persistent behavioral change may result, the student must attain an understanding and an appreciation of the evaluative process of an active role. Only in this way can the student teacher develop a sensitivity as to what constitutes good teaching and become really aware of his own weaknesses and strengths. One cannot overcome his shortcomings unless he first recognizes that they exist. After meeting the issue squarely he can then develop plans for improvement.

Self evaluation can form the basis for rational change and can help the instructor to systematically allocate a reasonable amount of time and effort for self-improvement in the areas where he believes changes are likely to be most profitable. Self evaluation can help the teacher avoid the stagnation that finally becomes so stifling that he feels he must escape it entirely. To set the stage for systematically altering activities that will result in improvement, it is desirable for the instructor to continually diagnose what he is doing, why he is doing it, and how it is succeeding.

In preparing this paper we have established three broad objectives for the student teacher to use as guidelines in achieving growth in personal and professional maturity. Below we have stated these o jectives and subsumed under each one specific goals that we believe are critical:

1. The good teacher is aware that teaching is a human relationship.
    a. He must be able to accept all people.
    b. He must be able to relate to all people.
    c. He must be sensitive to the feelings and attitudes of others.
    d. He must be aware of the importance his attitude has on the student's self-concept.
    e. He must realize how his self-concept influences his behavior.
2. The good teacher is well-informed in his subject matter area.
    a. He must realize that acquisition of knowledge is a continuous process.
3. The good teacher is mature.
    a. He must be able to solve problems.
    b. He must be able to accept suggestions.
    c. He must realize that criticism is given to aid growth.
    d. He must realize that seeking assistance and help is not a sign of weakness or inadequacy.
    e. He recognizes that his class is a part of the total intellectual and social development of the child and not an end in itself.
    f. He utilizes effective use of rewards and punishment.

With these objectives in view, this paper will discuss the aids available to the student teacher for self-evaluation and the specific categories for evaluation. In the Appendix we have gathered samples of selected evaluative devices.

TOOLS FOR SELF-EVALUATION

Regardless of the extent of disagreement on the chacteristics of good teachers, there is almost unanimous agreement that self-improvement based on self-evaluation is both desirable and crucial. In order that this evaluation be effective and worthwhile, the teacher should become acquainted with the tools and procedures available for this purpose. The following pages contain descriptions of the ways that the student teacher can obtain feedback in order to self-evaluate.

Conferences. One of the best ways that the student teacher can evaluate his teaching effectiveness is by means of the conference. The conference may be held with the supervising teacher, the college coordinator, or other student teachers. However, the most important factor in the success or failure of the conference is the professional helping climate that must exist. The student must be aware that his work and not his character is being evaluated and that he should not become defensive and close-minded to whatever takes place. At the same time, the other conference participants must recognize that the purpose of the conference is to help the student teacher in his professional growth and strengths as well as weaknesses should be discussed. Minor details should be left for private conferences so that more ground may be covered.

A good technique to be followed in such conferences is for the observer to state what he saw, to give his idea of the teacher's objective and then to ask the student teacher to confirm his conception of the activity. The student teacher can then state his objective and explain whether or not he felt he was successful. Other participants can offer suggestions or criticism of the teaching act. Through this technique the teacher will be able to evaluate himself and to come away from the conference with new ideas and techniques and with a feeling that he is moving in a positive direction.

Flanders System of Interaction Analysis. This technique helps the teacher to evaluate his verbal behavior through analyzing teacher-student interaction. This system divides teacher talk into seven categories and pupil talk into two.

Student teachers who have learned this system can more easily change in a positive way in their attitudes toward the use of emphatic, encouraging and accepting teaching behavior. The Flanders system helps student teachers to talk less, ask more questions, thus allowing pupils to talk more. Pupils' ideas are more readily accepted in this system of interaction. Student teachers who can discover and identify patterns of teaching behavior allow pupils to achieve more because the students' ideas are accepted. The teacher criticizes less, talks less, and encourages more student-initiated talk. (14)

Instructional Media. The new media such as 8 mm. motion pictures, tape recorders, and television aid the student teacher in appraising his teaching critically.

All these media assist in evaluating the clarity of the presentation, in recognizing the amount of time it takes to explain a concept, in measuring the amount of teacher verbalism, in discovering the quality of the questioning, and in receiving feedback as to the students' ability to understand.

Tape recorders are especially helpful in the area of voice quality and articulation. The video-tape and television are more accurate means of evaluating the whole teaching procedure. Interaction between teacher and child can be observed. Attention and interest can be studied.

At Hunter College a study comparing student teachers supervised under three different conditions was conducted. Television was used to determine whether student teachers would improve their performance more under one condition than another. The three groups compared were supervised (a) in the usual way by direct observation in the classroom, (b) over closed-circuit television, and (c) in the classroom while a video tape was being made. The students who used video tapes felt that they had a considerable advantage for improving their teaching.

Michigan State University makes use of portable video-tape recorders in student teaching. Reports indicate that students find this media an invaluable aid in analyzing their teaching techniques and procedures.

Relationships with Colleagues. To attain professional maturity in an emotional sense the student teacher must learn to welcome criticism from colleagues. Rather than regarding criticisms as attacks on personality they should be thought quite valuable in helping to improve professional activities.

Common problems concerning the classroom should be discussed with colleagues. Stimulating ideas on specific issues such as grouping students or ways of arousing in students significant learning. Articles from professional magazines can be discussed and reacted upon. Much of this exchange of ideas can be done in an informal way over a cup of coffee or anywhere contact is made with other colleagues.

Pupil Evaluations. Having regular or periodic informal discussions with individual pupils is another evaluative procedure. Consideration should be given to drawing reactions from various levels of ability. For example, the reactions and opinions of some average pupils should be sampled. The student teacher might also wish to elicit the judgments of bright learners who seem quite perceptive and who are able and willing to talk about various aspects of the class. A third group of pupils that the teacher may want to make use of are the relatively weak pupils who may have quite a different perception of such things as assignments, class discussions, text materials and other work expected of them.

Another technique is to appoint a different pupil each day to assume the role of class evaluator. This pupil would, at the beginning of the period, be provided with an evaluation sheet by the teacher. This sheet would indicate types of things for which the class evaluator is supposed to look. One advantage of this approach, aside from the aid it may give to the student teacher in self-evaluation, is that it may help the learners become more involved in the planning, leadership, and responsibility for the class and consequently it may favorably affect motivation.

ASSESSMENT OF GROWTH

It is important for the prospective teacher to be constantly aware of his role and function as a part of the total educational institution. Through self-evaluation the teacher may periodically assess his ability to utilize effective instructional procedures, to interact with and learn from other members of the school staff, to maintain a professional attitude from other members of the school staff, to maintain a professional attitude while in the school building, to recognize the effect of his personality on the classroom climate, and the significance of good human relations in the teaching-learning environment.

In order to achieve professional maturity the student teacher should allot a period of time at the end of each day, and also at the end of each week, to reflect and critically examine the activities of the class. This analysis should include diagnosis of instructional procedures, diagnosis of professional behavior, and assessment of knowledge. The following questions posed by by Simpson in Teacher Self-Evaluation are examples of the kind of introspection desired. (16)

I. Diagnosis of Instructional Procedure

A. Weekly Analysis

1. Do I have too similar goals for all students?
2. Do I pay too little attention to the goal of reading improvement?
3. Have I analyzed my teaching goals as indicated by the tests I have used?
4. Do I give sufficient attention to the development of student independence and creativity?
5. What activities must be encouraged if members of the class are to develop creativity and self-responsibility?
6. Have I analyzed the postschool behavioral goals I am shooting for?
7. Have I diagnosed my questioning and verbal interaction?
8. Have I used self-evaluation of class goals and procedures to help with discipline?
9. What procedures or devices used this week were effective?
10. What procedures were ineffective?

B. Daily Analysis

1. What procedures or devices used in this lesson were effective?
2. What procedures were ineffective?
3. What personal mannerisms or attitudes were apparent to the class which were not desirable?
4. What overt signs of misbehavior, if any, were present? Who were the pupils directly involved?
5. To what causes, either of the teaching or the personalities of the pupils involved, can this misbehavior be attributed?
6. What signs, if any, were there that certain pupils were doing exceptionally good work? Who were these pupils?

7. What sort of a day am I having? Is there anything causing me to be tense, worried, or fatigued?
8. Was the major objective of my lesson reached? Did the pupils grasp the idea or ideas presented? If not, why not?
9. Were lesson plans and preparation adequate? Was my time well assigned?
10. What is the motivational level on which learners are operating?
11. What opportunities are given for practice in democratic group discussion?

II. Diagnosis of Professional Behavior

1. Am I professionally mature enough in an emotional sense to welcome and use criticisms from colleagues?
2. Have I informally assessed my colleagues to determine which ones can give the most professional help of various kinds?
3. As part of my regular work week, do I systematically try to get helpful ideas from colleagues?
4. Am I sufficiently tolerant of the approaches and ideas of other teachers?
5. Do I set an example to the students I teach by effectively working with other teachers?
6. Do I sufficiently often discuss with colleagues the crucial issues that affect education today?
7. Have I used any diagnostic tools to help better understand my characteristics and my interpersonal relations?
8. Do I read professional journals in order to keep abreast of my field?

III. Diagnosis of Human Relations Skills

1. Am I sensitive to the private worlds of my students, particularly as these relate to me?
2. Am I primarily person oriented rather than thing or event oriented?
3. Am I meanings and significance oriented rather than exclusively facts oriented?
4. Do I regard each pupil as being capable?
5. Does the personality I have developed encourage a love for learning?
6. Do I cultivate a flexible self-assurance in myself?
7. Do I perceive myself as a person who not only tolerates diversity of point of view and procedure but even welcomes it?
8. Do I see myself as a person able to discuss my own personal and emotional problems?
9. Do I see my professional success as being largely determined by the success of the pupils with whom I work?

10. Do I visualize myself as a crystallized, completed person or as an intellectually and behaviorally learning person?

IV. Assessment of Knowledge

1. Do I continually read books and periodicals in my subject matter area?
2. Do I assess my knowledge through administering standardized tests to myself?

SUMMARY AND CONCLUSIONS

Oppenshaw writes that good teachers are essential--both to the individual student and to the nation. The more capable teachers are, the stronger and more productive the individuals in the society, and thus the nation itself, may become. He states that implicit in the practice of the school is the faith that human effort, guided by intelligence, can make a real difference in the course of those things that matter most. (13)

This paper was written because the writers are concerned about the quality of teacher education programs in producing capable teachers. We believe that self-evaluation is the best means by which teachers can achieve personal and professional maturity. In teacher education programs, and especially in student teaching, the prospective teacher can develop a readiness for self-evaluation and improvement. Through learning the methods of self-evaluation the teacher will be equipped to begin a continuous process of evaluating himself and thereby working toward becoming a better teacher.

Jersild writes that the self is the citadel of one's own being and worth and the stronghold from which one moves out to others. He states that respect for self and acceptance of self is the fountainhead of respect and compassion for others. He believes that each teacher should seek as best he can to face himself and to find himself in order to further his own growth. (12) Teaching is a human relationship, according to Combs, and that to behave effectively good geachers must possess the most accurate understandings about people and their behavior available in our time, because when they fail it is not because of lack of knowledge of subject matter. He states that when they fail it is almost always because they have been unable to transmit what they know so that it makes a difference to their students. (7) Self-evaluation is an excellent way to work toward good human relations in the classroom so that the cognitive presentation will be effective.

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APPENDIX

WINTER TERM SUPERVISING TEACHERS WORKSHOP
Frankenmuth, Michigan
February 21, 1967

IMPLICATIONS OF NEW APPROACHES FOR MODIFYING TEACHING BEHAVIOR

(Only that part of the report dealing with self-evaluation is included.)

Committee work at the workshop resulted in a wealth of ideas and suggestions. A few highlights from committee reports are presented here.

Helping Student Teachers to Evaluate Their Own Performance

We have to re-evaluate how we evaluate student teachers before they can learn to evaluate themselves.

Student teachers should evaluate themselves after their performance either in the classroom or in a conference. They need to try ideas even though it may be wrong - evaluate what has been done to help the children improve.

Each lesson should be evaluated, note improvements to be made.

Students should not compare selves to supervising teachers.

Have the students evaluate the student teacher - if the student teacher requests it.

Helping Student Teachers Through Conferences

Supervising teacher and student teacher need to establish good communication between each other.

Daily talks--informal meetings at coffee breaks help to establish communication lines between supervising teacher and student teacher.

Conferences should be a self-evaluation time for the student teacher. There is real value of weekly conferences. Perhaps this would be better if conducted by local experts with more recent experience in the classroom.

Supervising teacher should help students to analyze problems and correct them. Suggestions for organization and presentation of subject matter should also be taken up in conferences.

FINAL EVALUATION

Self-evaluation

How can a supervising teacher start a student on the road to self-evaluation?

1. Questions
   (Example) How do you think the students accepted your idea?
   Did you see Johnny staring out the window all hour?

2. Be specific in pointing out weaknesses and offering suggestions.

3. Careful evaluation of another. (The following items illustrate ways by which you can have the student study your direction of the learning process).
   a. Ask student to list ways by which you give attention to the learning of each pupil during discussion period.
   b. Ask student to list evidences of incorrect concepts or hazy concepts and to suggest ways by which they might have been prevented.
   c. Show student samples of good questions that you intend to use during class. Ask him to write down others that you did use in class and suggest how they might have been improved.
   d. Ask student to observe illustrations of how you get the discussion back on the track after a pupil or pupils made comments or raised questions which temporarily side-tracked the discussion.

4. Daily log or diary (Suggestions for structure)

   Was planning adequate?
   Were students attentive?
   Were the results of the lesson gratifying?

5. Standard checklists (Careful: Make sure there is some interpretation of checks)

   (Example) Why does a student feel a particular weakness in planning and what steps can be taken to strengthen the area?

THESE SUGGESTIONS FOR SELF-EVALUATION MUST BE UTILIZED THROUGHOUT STUDENT TEACHING PERIOD IN ORDER FOR THE STUDENT TO PROFITABLY CONSIDER THE FOLLOWING SELF-EVALUATION GUIDE AT THE END OF STUDENT TEACHING.

Guide for Student in Final Evaluation. "My Term As A Student Teacher." Teaching Office, Birmingham, Michigan

1. I used the following new techniques in my teaching this term:
2. I will experiment with the following techniques in my next teaching:
3. I used these major visual aids during the school year (names of films, film-strips, recordings):
4. In my teaching specialty, I took time to improve pupils' reading skills in this manner:
5. I made use of these resources (people, places, things) from my neighborhood and community:
6. I asked for help from my supervisors in these areas:
7. I tried out these varied home assignment projects:
8. I helped identify these exceptionally able children (name of child and special ability) for further attention:
9. I had serious disciplinary problems as follows: (name of child and nature of problem)
10. My disciplinary problems probably arose because:
11. As I look back I am most pleased with these tecching activities:

These questions can be considered at the time of final evaluation as the student looks back on student teaching and looks ahead to future teaching prospects. This evaluation will call for reflections about students as a person, teacher, and socially responsible citizen.

1. In what respects am I likely to be really a first-rate beginning teacher? How can I capitalize upon my better qualities?

2. On what points am I relatively weak as a prospective beginning teacher? On which of these points can I make improvements? How can I overcome or compensate for these weaknesses or at least minimize their importance?

3. In what area and on what level of teaching am I likely to succeed? In what kind of school and community situation will I find my greatest personal sense of worthwhileness and self-satisfaction?

"IDEAS ABOUT MYSELF" INVENTORY

Name______________________________
Date______________________________

Adapted from National
Training Laboratory
Form JJJ 50

The statements below should be responded to in such a way as to give the best possible picture of what you are like. There are no "right" answers. We are all different. Try not to be too critical of or too favorable to yourself. Use the following response key:

A - Statement describes me very accurately
B - Statement is quite descriptive of me
C - Statement is both true and untrue as a description of me
D - Statement is generally not a true description of me
E - Statement is decidely false as a description of me

____ 1. I think I have a pretty clear understanding of how the people I work with see themselves and the job they are trying to do.

____ 2. I am not the kind of person who can stand up to his superiors and disagree with them.

____ 3. It is important for me to maintain my individuality within any group to which I belong.

____ 4. My relations with other people never present much difficulty for me.

____ 5. I enjoy following a good leader more than being a leader myself.

____ 6. I will stand up for my own ideas even under a lot of pressure from others to change.

____ 7. I often get so involved in doing a particular job that I don't pay much attention to the feelings and reactions of other people concerned.

____ 8. My first reaction to a proposal that things be done differently is usually negative.

____ 9. I am aware of most of the shortcomings in my social behavior.

____ 10. I always try to achieve a position of power in my group.

____ 11. I try to have things thoroughly thought out before taking an active part in the group.

____ 12. I feel I am more fully expressing my personality when I am working in a group than at any other time.

____ 13. I am often tactless and hurt people's feelings without meaning to.

____ 14. I often get so wound up in what I want to say that I do not really listen to what other people are saying.

____ 15. I do not like to express my ideas unless I know they have the support of others.

____ 16. I usually react positively to new people.

____ 17. I am pretty good at taking initiative in a group to keep things moving along.

____ 18. If I believe in something, I will work for it even when this requires opposing friends and associates.

____ 19. I do not pay enough attention to the needs and feelings of individuals with whom I work.

____ 20. I am better at arguing than at conciliating and compromising.

____ 21. I am easily persuaded by others to see things their way.

____ 22. I often detach myself psychologically from the group and just watch what is going on.

_____ 23. When someone is talking, I not only listen to what he is saying but also notice how people react to the the things he says.

_____ 24. I find it very frustrating to have to work on an important project with other people instead of alone.

_____ 25. I get quite upset when people allow their personal feelings to affect the work they are doing.

_____ 26. I am quite fearful about going into new social situations.

_____ 27. I am happier when working on a project with others than I am when working on something of my own.

_____ 28. I can usually predict the reactions of people I know to new suggestions.

_____ 29. I enjoy sticking up for my own ideas.

_____ 30. I cannot stand up against others in support of unpopular ideas.

_____ 31. I am pretty good at finding ways of bringing together two people who seem to be disagreeing.

_____ 32. I think I have quite a lot of influence on other people.

_____ 33. I sometimes feel that a group or relationship in which I am involved gets so strong that it hampers my individuality and freedom.

_____ 34. I am often amazed at the variety of impressions different participants have of the same meeting.

_____ 35. It is relatively easy for me to persuade people to see things my way.

_____ 36. It does not matter to me whether other people agree with my opinions or not.

_____ 37. I get emotionally upset when a group member begins to introduce side issues into the group discussion.

_____ 38. I do not like to have the final responsibility for making decisions.

_____ 39. I would say I am more likely to dominate a group than to be dominated by it.

_____ 40. I am able to silence a group member tactfully when he attempts to introduce his personal feelings into the discussion.

_____ 41. I feel blocked and frustrated in my own school situation because of the difficulties resulting from the attitudes of certain people there.

_____ 42. I work better with individuals than I do in a group.

_____ 43. I feel very much on the spot when people discuss faults I know I have.

_____ 44. I take a lot of initiative in starting new activities or procedures.

_____ 45. I can make a greater contribution by working as part of a group than I can by working alone.

FOCUS ON SUPERVISING TEACHERS' SEMINARS

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RATIONALE

Current literature (1) reveals that more than 150,000 regular classroom teachers cooperate with nearly 12,000 colleges in providing supervised teaching experiences for more than 200,000 college students preparing to teach. For many of these teachers this is a relatively new role, one that often finds them totally unprepared.

The result of the supervising teacher not clearly understanding the role and responsibility of a supervising teacher has caused some ineffective work with student teachers and a great deal of hesitation on the part of many teachers to accept the joint responsibility for the preparation of teachers.

The help and assurance of university personnel is of paramount importance in overcoming such apprehension. (2)

Circular number four of Educational Research Service (3) and Virgil Schooler's survey (4) give evidence relative to the nature and extent of in-service training of supervising teachers. Both sources reveal (a) a sparsity of well organized programs and (b) evidence that those institutions providing in-service programs make use of one or more of the following:

1. Workshops on college campus
2. Seminars in student teaching centers and on campus.
3. Informal conferences with college personnel.
4. Graduate classes on university campus and/or in student teaching centers.
5. Special services:
    a. libraries
    b. equipment
    c. instructional resources.

University personnel must move forward in the training of the supervising teacher and in putting necessary resources at their disposal; in a word, they must professionalize supervision. To do less is to insult the supervising teacher and, what is worse, cheat the student teacher. (5)

The full potential of the coordinator lies in helping supervising teachers better understand and fulfill their role in the student teaching program. (6), (7), (8) To this end this group of coordinators has explored the seminar as a means of increasing competencies of supervising teachers.

The content presented is not intended to represent THE content of seminars nor THE method for presentation. It is, however, intended to provide a partial framework which can assist each coordinator in initiating or strengthening the in-service program for supervising teachers in his particular college or university.

BASIC CONSIDERATIONS FOR THE ORGANIZATION OF SUPERVISING TEACHERS' SEMINARS

Time for seminars with supervising teachers is one of the first factors to be considered. The fact that a teacher has accepted a student teacher in the classroom means she has assumed added responsibilities. We should not expect them to spend an undue amount of time in meetings over and above this. Thus, it would seem desirable to release teachers from their classrooms during the school day to attend these seminars. This could be accomplished by allowing the student teacher to be in charge of the class during the teacher's absence.

The legality of this has been established since 1958 in Michigan by the opinion of the State Superintendent of Public Instruction. The statement reads, (7) "We realize that in order for a student teacher to obtain the necessary experience, she surely should be given responsibilities and should be given complete control of classes insofar as possible. The student teacher cannot be used legally as a substitute teacher in cases where a supervising teacher is absent from the school or unavailable for other reasons, except in those cases where the absence of the supervising teacher from the classroom is necessary for the promotion of the student teaching program."

Certainly, the seminar promotes the student teaching program and improves it. Obviously, this does not answer all questions of liability, but there is no question of the legality.

Procedures for leaving student teachers alone while the supervising teacher is absent for seminars should be clarified with each school district and each individual principal. The clarification might include such provisions as:

1. The supervising teacher considers the student teacher ready and able to be left in charge.
2. Plans, either the teacher's or the student's, should be carefully developed and discussed by the teacher and student.
3. A certified staff member may be identified and available on a stand-by basis if an emergency arises. A neighboring teacher or principal may serve in this role. Some systems identify this person as a "technical substitute."
4. The building principal should be aware of and agree to the teacher's absence from the classroom.
5. It may be desirable to consider a form of certification for the student teacher.

All states do not have agreements such as exist in Michigan, thus other alternatives may need to be considered as a program is initiated.

1. Substitute teachers may be provided for some or all of the participating teachers (paid by the school system or from funds obtained by the teacher training institution.)
2. Participation may need to be limited (due to cost) by inviting one or two supervising teachers from each school involved in the student teaching program to be seminar members and to serve as liaison for other supervising teachers in their building. This would add responsibility to the role of those selected to attend and may increase responsible involvement of supervising teachers. A steering committee of selected teachers from this group along with interested public school administrators and college personnel might be charged with the responsibility of exploring means of wider participation through released time for all supervising teachers.
3. It may be necessary to hold some seminars, especially the "Orientation" session, after school hours. It must be kept in mind that these teachers have many obligations, thus such after school meetings should be well planned and to the point.
4. It may be necessary to consider the potential problems involved with professional negotiations of teacher contracts as related to added responsibility and release time for supervising teachers.

Place for seminars with supervising teachers is an important consideration. The distance one must travel is of concern. It would seem better for the coordinator to hold seminars with several different groups of teachers rather than make it necessary for the teacher to travel a distance to attend. The place should be large enough so that movement is easily accomplished and, as trite as it may seem, the place should have space and equipment whereby refreshments can be served.

Communications should be short, clear, concise, and frequent. It is important that everyone concerned - administrators, supervising teachers and student teachers, be well informed about the time and place of seminars. It is not enough that a calendar be sent out at the beginning of the term, a reminder should be sent out just a few days before the meeting. Student teachers need to be well informed of these meetings so they may remind the supervising teacher and so they can be prepared to teach the class. Long winded letters simply will not be read by most.

Types of communications which might be mailed, or otherwise distributed to supervising teachers and administrators, especially the school principal, are:

1. Calendar of student teachers' seminars.
2. Calendar of supervising teachers' seminars.
3. Reminder notes of supervising teachers' seminars.
4. Materials distributed to student teachers, in order to keep the supervising teacher well informed of all aspects of the program.
5. Minutes from student and/or supervising teachers' seminars.
6. Materials distributed to supervising teachers including policies and practices of the institution in relation to student teaching.
7. Special notices and invitations to events of interest.

The frequency and number of supervising teachers' seminars would vary depending on the length of the term and the wishes of the participants. It would be highly desirable that half-day sessions be held at least three times a term. The "Orientation" seminar would be scheduled on a Saturday or after school before the student teacher arrives in the classroom. The next seminar would be held during the fourth or fifth week, after student teachers are able to assume more responsibility in the classroom. A social evening meeting could be held during the latter part of the term. Such a meeting could include supervising teachers, student teachers, administrators and college supervisors.

Planning and conducting seminars is initially the responsibility of the teacher training institution. Responsibility may be assumed by a director, coordinator or college supervisor, depending upon the institution's structure, who would make arrangements, select topics and conduct the "Orientation" meeting. He may thereafter delegate responsibilities and choice of topics to seminar members.

"Good" teaching techniques and practices should be paramount in conducting a seminar. All human and material resources and methods of presentation should be selected with care in relation to the objectives of the meeting.

One of the most crucial elements of a successful seminar is the interaction of the participants - the elements of feelings and the exchange of ideas. An atmosphere must be established for free and easy interaction of participants.

Some ways a coordinator might achieve such an atmosphere are:

1. Know participants' names and something about each individual.
2. Have refreshments at the beginning of the meeting.
3. Circulate and talk freely to all in attendance.
4. Limit the amount of material to be distributed at a single meeting.
5. Provide plenty of time for exchange of ideas and thinking.

Possible topics for study during seminars may include some of the following: (7)

- Review of Pre-Student Teaching Preparation
- Guiding and Directing Student Teacher Observations
- Importance of Demonstrations by Supervising Teachers
- Realistic and Reasonable Expectations for Student Teachers
- Conferences with Student Teachers
- Ways to Increase Student Teacher Confidence
- How to Observe Your Student Teacher
- What to Look for When Observing
- How to Teach Lesson Planning
- Joint Planning with the Student Teacher
- Discipline and Classroom Management for Student Teachers
- Principles of Learning Applied to Student Teachers and Student Teaching
- How to Release and Increase Student Teacher Initiative
- Situation Analysis
- Evaluation of Student Teachers
- Trends in Teacher Education
- Ways to Get the Student Teacher Started

The following sample supervising teacher seminars are offered as distinctly different approaches to covering the indicated topics. It is hoped that three considerations will be kept in mind as you view these:

a. that the approach revolves, in most cases, around a particular situation with which the author is familiar.
b. again in most cases, these approaches describe optimum conditions in a close to ideal situation.
c. although one-person or one-college oriented, it is hoped that methods and materials included will be considered as suggestions for possible adaptation in individual situations.

ORIENTATION SEMINAR

This first seminar for supervising teachers may be held the previous term (usually on the student teacher visitation day to the center). Because this generally is an after school meeting, the coordinator tries to keep it as brief as possible. During fall term this seminar is held as close to the opening of school as it is feasible to both parties. Often this meeting can be and is incorporated as part of the pre-school conferences.

Previous to this meeting, the supervising teacher has been given a memo on which all the student and supervising teacher assignments in his system are listed. Also indicated are the times and place of the orientation seminar and the visitation day, if different.

The purposes of this seminar are:

1. to provide an opportunity for the coordinator and supervising teachers to get to know one another.
2. to distribute materials that will help the supervising teacher begin preparing for the student teacher's arrival and how to begin working with him.
3. To explain the various roles and responsibilities of personnel involved in the program:
    a. the teacher training institution and the coordinator
    b. the administration in their school system
    c. the supervising teacher
4. to provide adequate guidance to the new supervising teacher.
5. to indicate how much orientation to the system and community the student teacher has had.

A general procedure in conducting this seminar to expedite matters is to distribute the folder of materials for the supervising teachers, calling attention to those materials that need clarification or those that might most immediately be useful. In doing so, a sincere effort is made to utilize the experienced supervising teachers as resource persons whenever possible (the answering of beginning supervising teachers' questions is one method).

A list of some of the possible materials that might be included in this loan packet, along with a brief description and possible utilization follow: (9)

1. What Makes the Difference? -- by Ted Ward

2. Memorandum No. 1 - Important dates, and some information useful at the beginning the the term. Dates and places of our meetings are here.
3. Student Teacher Seminar Program.
4. Schedule of Coordinators for the term -- Weekly visits and supervising teacher seminars.
5. A Check-List for Use by Supervising Teachers.
6. How Can I Work Most Effectively With My Student Teacher? -- Summaries of some relevant studies of the role of the supervising teacher.

7. A Suggested Division Between the College Supervisor and the Cooperating Teacher of the Responsibility for a Student Teacher -- by L. O. Andrews.
8. They Helped Us, But --- by Gaither McConnell.
9. I Wish, I Am Glad -- by Paul Federoff. Some things past student teachers have said would help them make more growth in learning to be teachers. To the new supervising teacher these might be considered a list of the pitfalls to be avoided; to the experienced, a checklist for improvement in his technique for working with a student teacher.
10. Copy of a "Schedule of Expectations" - Used by one supervising teacher to help guide his student teacher. Where we have this instrument worked up by past supervising teachers, we include it in the appropriate folders. These are set up usually in elementary by grade level and in secondary by subject matter. (It is very important here to emphasize that you are using materials originated by past supervising teachers.)
11. University Library Card - This gives supervising teachers the same privileges as a faculty member.
12. Book Order Cards - Order at least two professional books that you and your colleagues and your next student teacher might find helpful.
13. Explanation of Book Order Cards.
14. Assignments - Some of the assignments student teachers are to do during the term. Many of these were suggested by past supervising teachers.
15. Lesson plan form - A basic form applicable for grades K through 12 that the student teacher should use for daily planning until he feels comfortable enough to experiment with and adapt to his particular teaching assignment.
16. Summary of Discussions of the Winter, 1966 On-Campus Supervising Teacher Workshop - These are the thoughts and suggestions of many experienced supervising teachers.
17. Mid-Term Evaluation form - An instrument for use at mid-term to help your student teacher see the areas of growth in which he needs to concentrate in the remaining half of the term.
18. Final Evaluation form - An instrument to help the student see where he has arrived by the end of the term and to help the supervising teacher focus his assessment of the student's teaching ability and performance.
19. Recommendation form - For the Placement Office. This and the two preceding forms are included in the folder so both the supervising teacher and the student teacher can become acquainted with the evaluation tools.
20. Self-Appraisal, Initial - This has been completed by the student teacher and includes a statement of what he feels about his strengths and weaknesses regarding teaching. This information may provide the insight helpful to better understanding the student teacher.

The supervising teacher may wish to also refer to the Handbook for Student Teachers and a copy of the "Local Center Policies" which are available from their student teacher or in their professional libraries. Every effort will be made to coordinate what is done with the student and supervising teachers. For example, when evaluation is discussed in a student teacher seminar, it will correspondingly be discussed with supervising teachers.

Also important to indicate at this time is that this is a folder of reference materials for use in working with the student teacher. Most of these materials can be read later, hopefully before the second seminar, and that the coordinator will refer to some later seminars and supplement with other useful materials at appropriate times.

PLANNING

Introduction: As a coordinator or director of student teaching, one important task is to help the supervising teacher realize the need for guiding the student teacher in developing plans and thoroughly thinking through his teaching procedure.

Planning is one of the most important skills in teaching, yet in many cases, one of the hardest to develop. There are many reasons for this. One of the most important factors is that the student teacher asks experienced teachers in his family and/or others of his acquaintance, to see their plans, or to help him with lesson plans before he arrives at the center. These "older" teachers may not have written plans, and in fact, may tend to minimize their importance because so many things have become routine for them. They tend to forget the value of planning for the beginning teacher. Therefore, it is very important for the supervising teacher to re-evaluate in his own mind the importance of planning, and be prepared to outline with the student teacher the purposes of proper planning.

Purposes of Proper Planning: One can develop an exhaustive list of reasons why any teacher, and especially why a beginning student teacher, should develop good plans. However, based on experience, after visiting with several coordinators, and viewing some other workshop materials, such as the Lansing Area Supervising Teacher On-Campus Workshop (10), one may indicate three main types of planning: (a) daily, (b) unit, and (c) long range. All three should be used by the student teacher under the close guidance and supervision of his supervising teacher. He should be allowed more freedom as time progresses and should follow the policy of his own school system regarding a particular type of planning. Yet, hopefully, he would have the opportunity for trying various plans and innovations.

The following reasons for planning could be given as being most important:

1. Good planning results in carefully analyzing and thinking through a problem prior to teaching.
2. Student and teacher goals to be achieved tend to be established and met in the allotted time if lessons are well planned in advance.

3. Proper planning tends to help overcome deficiency in subject matter which makes for more confidence, more security, and a highly motivated student teacher.
4. Adequate, early planning assures time to collect teaching aids, plan field trips, allow for flexibility, and, in general, utilize available resources to their fullest extent.
5. In case a substitute is needed, and when changing from student teacher to supervising teacher or vice versa, the class will have continuity of instruction as a result of good planning.
6. Proper planning is the basis for evaluating the results of teaching. Have the goals been accomplished?

Once the above reasons for planning have been determined, and it has been established that proper planning will be done by the student teacher before he is to begin teaching, how can the supervising teacher best help the student teacher become proficient at planning?

Techniques: First, the supervising teacher should show how his teaching has resulted from good planning. The supervising teacher will have a most profound influence upon the method used by the student teacher while he is in his school, and, in fact, in all likelihood for years to come. The supervising teacher should carefully think through his lessons being taught when the student teacher arrives, and be able to defend and explain his own plans during conference periods after classes. As stated before, student teachers may come to the center with the feeling that carefully written planning is unnecessary. They may notice that the supervising teacher is using few detailed plans. One must be certain that the student teacher understands why there may be a difference, and the importance of detailed plans for him. This is especially true as he begins his student teaching experience.

The overconfident student teacher will usually (but not always) learn best from his own mistakes, and should be allowed to make them if they are not carried too far.

Early visits with the building principal (with one purpose being to stress the importance of planning) will usually have a positive effect.

A brief printed outline of how to make a lesson plan, and some major items to include such as goals and objectives, materials needed, references, motivation, procedures and methods of presentation, etc., should prove beneficial.

The supervising teacher might refer the student teacher to a particular video tape showing a previous student teacher doing a good job as a result of proper planning. One could show the teaching plan and let the new student teacher see how that plan was developed. He might also see an example of how a teacher failed to do effective teaching and lost control of his class due to improper planning among other factors.

The supervising teacher could arrange for some interviews for the student teacher with fellow staff members known to be very effective at planning and organizing their presentations. This would help to gain a breadth of ideas early so that the student might have an opportunity to try some plans at a later date.

The above techniques are not intended to be all inclusive. However, if the director will help the supervising teacher think through these ideas, then the supervising teacher will be in a better position to use his own strengths to a better advantage, and guide his student teacher to see the value of planning ahead for more systematic and valuable teaching.

Seminars: Among the various contacts between the coordinator and the supervising teacher, time at a seminar could very profitably be devoted to the area of planning. Such topics as "How to Teach Lesson Planning," "Joint Planning with the Student Teacher," etc., might be considered. While under group conditions, points could be brought out without involving personalities.

Several possible techniques might be used. However, the supervising teacher should be involved as much as possible. One might use a panel and discuss various lesson plans. Another method could be role playing whereby one could show the effects of good and poor planning. Still another method might be to present a few plans and then discuss the pros and cons of them.

In summary, it should again be stressed that one of the primary functions of the coordinator is to assist supervising teachers to better understand and fulfill their position in the student teaching program. The seminar is one important means to accomplish this end, and should be utilized to its fullest extent, especially in the all important area of planning.

HELPING SUPERVISING TEACHERS WITH CONFERENCES

One of the most important ways in which the student teacher learns and grows in the student teaching experience is through the conferences which take place between himself and the supervising teacher. It is vital that this communication be frequent and stimulating and productive. There is much more opportunity and need for feedback to the teacher-in-training here than at any other point in his educational development. What are some of the ways, then, in which a college supervisor can help supervising teachers to improve these conferences?

I. TOPICS FOR CONFERENCES

One of the things which the college supervisor can do is to call to the attention of the supervising teachers some of the kinds of conferences which might be utilized and some of the topics around which these might be centered. The following are some of the possibilities which might be suggested.

1. Initial Orientation Conference. Clarification of school routine and a general orientation of the student teacher to the school and the

local community should be the subject of a conference at the very beginning of the student teacher's experiences in the school. Knowing what is expected in such routine matters as keeping attendance records and being generally well-oriented with regard to the school and its policies and procedures will help to get the new student teacher off to a good start. He might also be given some general information about the nature of the community and the student body, and begin to learn about some of the individuals with whom he will be working.

2. Planning. Some conferences should deal with planning. The focus will sometimes be on the development of plans for future teaching, sometimes on evaluating the results of previous planning.

3. Discussions of "Critical Incidents." Other conferences may center around critical incidents which have occurred in the classroom. Either the student teacher or the supervising teacher may select one or more such incidents which have occurred during the day as a beginning point for discussion.

4. Goals-and-Purposes Conferences. Occasionally it will be helpful to deal broadly with the purposes and goals of education, and with the student teacher's developing educational philosophy. This will be most meaningful to the student teacher if the relationship between broad goals, such as educating students for intelligent participation in a democracy, and the decisions which the student teacher must make in planning and in functioning in the classroom, is clearly understood. Some assistance by the more experienced supervising teacher will be helpful here, since the relationship between theory and practice is often not at all clear to students who have never before practiced.

5. Classroom Control and Management. Methods of classroom control and management which are acceptable and effective in the school in which the student teacher works and at the age level with which he deals should be discussed. Effective planning and well-developed classroom procedures should prevent most disciplinary problems from arising, but, even with the best teaching procedures for children and adolescents, some problems involving limits and controls are almost certain to arise. Attention should be given to specific courses of action open to the student teacher if such difficulties should develop.

6. Providing for Individual Differences. Ways of providing for individual differences would be another profitable topic. Special attention should be given to the problems of slower learners. Ways of helping to provide the stimulating environment in which gifted students can reach out and develop toward their greater potentials should also be explored.

II. SUGGESTIONS ON CONFERENCE TECHNIQUES FOR SUPERVISING TEACHERS

The following paragraphs contain suggestions which could be passed on to supervising teachers, or which could serve as a basis for discussions by groups of them.

1. It is generally a good procedure to begin and end conferences with some positive and favorable kinds of comments. Conferences which focus entirely or almost entirely on the negative can leave a student teacher very discouraged.

2. Try to develop an atmosphere in which the student teacher feels free to interact with you whenever he feels the need for help, support, or consultation. A helpful, friendly, and genuine concern on your part for him, and a willingness to discuss things which he is concerned about will help.

3. Encourage the student teacher to evaluate his own strengths and weaknesses and varying degrees of success. The development of a capability for self-evaluation is very important to his future professional growth.

4. The supervising teacher might point to one of his own actions or procedures which did not attain the desired goal, and discuss alternatives which might have been more successful. This will help the student teacher feel more free to do this kind of thing also.

5. The discussion of what occurs in the classroom should be on a professional level, i.e., it should be concerned with what happens and why, on causes and effects in the learning situation, on alternative actions and what their consequences might be, rather than on whether the student teacher is "doing things right" or "making mistakes."

6. Student teachers appreciate comments focused on the specific. Avoid vague generalizations.

7. Encouragement and positive comments may be especially important in the first few weeks of teaching.

8. The supervising teacher should avoid both extremes of too much and too little direction. The newcomer to this tremendously complex business of teaching should be given the help and support and direction which he needs, according to his own background of experiences and the degree of skill and ability which he shows. At the same time, the supervising teacher should give the student teacher plenty of room to experiment and grow as he develops ways of teaching best suited to his own personality.

III. SEMINARS FOCUSED ON CONFERENCES

The question remains--how can we help supervising teachers to grow in their ability to have effective conferences? Below are some suggestions for procedures in supervising-teacher seminars.

1. Role Playing Involving All Participants. The supervising teachers work in pairs with one playing the part of the student teacher and the other the part of the supervising teacher, in a simulated conference. This probably would be most realistic if the person taking the part of the student teacher would select an incident which occurred in his own teaching experience where the results were less than ideal. After this simulated conference is completed, the "student teacher" and the "supervising teacher" can reverse the roles and deal with another

situation. In this way both could gain insights as to how the student teacher experiences the conference, as well as gaining experience themselves in the role of supervising teacher. Both might afterward comment on the other's performance as the supervising teacher.

2. Dramatization of a Conference. One or two conferences might be dramatized before the group as a take-off point for discussion of conferences. These could be either previously-rehearsed situations or spontaneous ones developed by volunteers in the group. These dramatizations could be used to stimulate group discussions on how to make such conferences more effective.

3. A list of suggestions on conferences such as that in Part II above might be presented to the group as a basis for discussion. Participants might add other suggestions.

4. Ask the supervising teachers to read a case study concerning a conference and use it as a starting point for discussion. An example would be Case #8 in Elizabeth Hunter's The Cooperating Teacher at Work: Case Studies of Critical Incidents.

5. Evaluations of conferences written by former student teachers at the end of a previous term could be used to stimulate discussion. Aspects of the conferences mentioned as being helpful or as being inadequate could assist present supervising teachers in their approach to conferences.

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ON OBSERVATION

Forence Stratemeyer says, "Involvement in new areas of experience calls for participation as an integral part of observation rather than the all-too-common practice of a period of observation to practice."

If, then, observation should be guided experience and recognizing the importance of the 3 I's [INVOLVEMENT-INTERACTION-INQUIRY], one could involve supervising teachers as a total group in identifying areas of professional competence and activities in which student teachers should have opportunity to observe, explore, and to experience.

One could, then, divide the supervising teachers into smaller groups according to areas of their interest. Each group could, in turn, evolve some of the major concepts that describe and clarify the area. (These major concepts could be identified with or correlated with the major objectives of the lesson plan.....that gives direction to every student teaching pursuit.

The above could be one seminar of work.

The next steps could be attacked at following seminars.....at which time each group could take turns in projecting varied ways of:

I. Looking at Children via class analysis charts, case studies, sociograms, diagrams, etc. by way of hand-outs, or projections: overhead, opaque, film, stereo-tape, panel discussion techniques, role-playing....

II. Looking at Methods and Materials via the above and through research-design, behavior-analysis, micro-teaching/evaluations, etc.

III......to VIII as suggested below: Some of the areas could be combined for group development.

(The projections could be identified with the "Procedure" and the "Materials" of a lesson plan.)

AREAS OF CONCERN FOR OBSERVATION-PARTICIPATION FOR STUDENT TEACHERS

Area I Child Growth and Development

1. There is value in the use of cumulative records.
2. Children bring their wholeselves to school...including hurts, joys, memories, anticipations, and positive and negative experiences with education in the past.

Area II Methods and Materials of Teaching

1. Techniques of motivation and goal setting are foremost.
2. Provision for individual differences in ability and interest are basic but there must be concern for common welfare.
3. Work with individuals, groups, and the class are democratic processes.
4. Use of wide range of materials for many purposes is essential to capture and maintain interest.
5. Preparation of teacher-made materials can personalize teaching.

Area III Classroom Organization and Management

1. The climate of a classroom evolves values, feelings, and inquiry among students.
2. Long-range and daily planning are essential for continuous growth.
3. Establishing and maintaining control via elements of teacher behavior are basic to instruction-learning.

Area IV The Total Program of the School

1. Curriculum guides on state and local levels provide scope and sequence for planning.
2. Statements of philosophy and policies provide strands of unity and understanding within school systems.
3. Special area teachers, helpers, clerks, custodial, and safety personnel play strong and varied roles in school buildings.

Area V Evaluation, Guidance, and Counseling Services

1. Interpreting and utilizing test results are necessary for good planning.
2. Use of researchers and psychologists can give help and direction to what and how we do as we do.
3. Measurements of skills and knowledge help us know how we are doing.
4. Observing personal growth characteristics singly and in groups helps us decide how to get at students' needs.
5. Analyzing instructional needs through written and oral exercises reveals needs of a personal and group nature.

Area VI Utilization of Resources

1. Community: Family Services, Clinics, Agencies provide services that can help children.
2. Specialists, civic-business leaders and places-materials can enrich and extend classrooms with REALIA
3. Federal and State Agencies offer help and support.

Area VII Relationships with Adults, Parents, Staff

1. Parent conferences are an integral part of the school function.
2. P.T.A. can benefit home-school relations.
3. Open-house...visitors socialize the school institution.
4. School-boards, city councilmen, State Department Staff are providers of moral and financial support.

Area VIII Professional Organizations

1. Purposes, services, and activities of the various organizations must be studied for future commitment.

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INNOVATIONS IN STUDENT TEACHING

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INTRODUCTION

This paper is an attempt to discover, list, and give a brief discription of various innovations, and new procedures used for the training of teachers. In reality the term new should probably be replaced with revitalized, or recently brought to light. Many of the practices which will be mentioned here are not new; seemingly there is a lack of communication among the various institutions involved in teacher training.

PRE-STUDENT TEACHING

The following is a practice which has been in operation at Eastern Michigan University for over forty years. However, it was not until about four years ago that it was adopted as a prerequisite for all education majors.

Each student in connection with his methods courses is required to spend a minimum of forty-eight clock hours working in his pre-student teaching experiences. The first twenty-four hours are spent on an informal basis, such as tutorial programs with various types of disadvantaged students, as counselors working with the various agencies in the area, and other experiences of this nature. The second twenty-four hours are spent in a more formal classroom experience, still working for the most part with students on a one to one basis, but also working with larger groups.

The two main objectives of this program are: First, to give these people the experience of working with special types of students on a personal basis, and to give them an insight into some of the special problems which many young people have. The second objective is to find out if these students really want to become teachers. Many students have discovered that teaching, and working with young people is not the type of work that they wish to devote their life doing, before they have spent four years in training. A side benefit which should be mentioned is the tremendous amount of good that these students do for the youngsters of the area, and the good will which has developed between the college and the area. For further information about the pre-student teaching program, contact, Dr. Carl Cramer, Eastern Michigan University, Ypsilanti, Michigan.

Because of the usefulness of this type of program a list of some of the institutions which use this program follows: University of Alabama, University of Arizona, University of San Francisco, University of Miami, Western Illinois University, Ball State Teachers College, Louisiana Polytechnic Institute, Brooklyn College, and Southern Oregon College.

REGIONAL INTER-COLLEGE AND SCHOOL CENTERS

In this program, several colleges and universities, along with several public school systems develop a cooperative student teaching center. One of the early programs of this type was in the greater Boston area, where Harvard, Boston University, Framingham State College, Boston State College, Simmons College, Lesley College, Wheelock College, and the Newton and Wellesley Public Schools set up a cooperative student teacher center. Student teachers from the several colleges were assigned to a center where they were supervised by a team of college and school personnel under the direction of a center coordinator. "The resulting proposal for a cooperative student teaching center, jointly planned and controlled by several colleges and school systems, is unique in its attempt to form an extra-institution for the practice of teaching which would be set up between the colleges and the school, and would be jointly financed." (1) Contrast the above situation to the one in greater Flint, where five state supported institutions maintain five separate centers with five separate coordinators, each doing battle to place his students in the most favorable positions. One begins to wonder if this is not a waste of time, money and manpower.

ROTATING SUPERVISING TEACHER

The University of Texas in Austin each year appoints two or three public school teachers as college supervisors of student teachers. Upon the appointment they receive a one-year leave of absence from the public schools. "This process, according to the respondents, gives professional recognition to classroom teachers by acknowledging their work with student teachers, and it improves the university's image in the eyes of the schools by sending these teachers back to the classroom after their college tenure with an expanded view of the teacher education process." (2) It might be worthwhile to go one step further, and have some of the better classroom teachers return to the campus to teach methods courses while the methods teachers spend some time in the public schools testing their methods.

TEAM SUPERVISION

The program at San Fernando Valley State College uses two specialists, one in educational psychology and the other in elementary curriculum and methods. "The intent of the design was to permit separate viewpoints concerning human behavior and instructional practices in the elementary classroom to focus simultaneously on problems encountered by the student teacher." (3) Other programs have used methods people along with academic people. The advantage of such a program is great. The problem might be in staffing.

INTERN PROGRAMS

There are many, many intern programs now being used in our colleges and universities. To state the principle as simply as possible; it is a program in which the student spends more than the usual four years studying, and is given a rich background of various pre-student teaching, and student teaching experiences. In some programs the students are paid a reduced teaching salary for the last year or two. One of the early programs was the Five Year Plan at Central Michigan University, Mt. Pleasant, Michigan. "The first two years are spent on campus, the last three years alternate semesters as full time on campus students, and as paid interns in public school systems." (4) Michigan State has a four year plan which includes fourteen terms rather than the usual twelve. After completing the basic work on campus the student spends two terms at a student teaching center where he takes method courses from visiting professors, and works in the schools as a pre-student teaching intern. Following this experience he returns to the campus for more classroom work before returning to the center to spend a school year as a paid intern. While there are many variations to the above two programs, the basic principles as mentioned above are common to all. Many schools, especially in the east, use the intern program as part of their graduate program.

PREPARING TEACHERS FOR INNER-CITY TEACHING

With the advent of concern for the cultural disadvantaged children of the inner-city, the colleges and universities have instituted programs to train teachers to work in these special areas. The main concern with this type of program is to teach the student to recognize the special problems which these youngsters have, and to react to them with compassion and understanding. Most of these programs include a great deal of pre-student teaching experience in the inner-city, working on a tutorial, and small group basis. Students also learn to work closely with other social agencies dealing with inner-city problems. Special emphasis is placed on such subjects as psychology, and sociology. The main concern in these programs is to draw the right type of people into them. Many schools now give a graduate degree in inner-city teaching.

THE STUDENT TEACHER AND TEAM TEACHING

Well over three hundred teacher training institutions now include team teaching in their student teaching programs. "It has been indicated that student teachers find team teaching allows them an opportunity to ready themselves gradually, and effectively for eventually taking over complete charge of the pupils. Student teachers can easily realize the value resulting from this many faceted exposure to teaching excellence. At the same time, student teachers have an opportunity to observe, teach. and evaluate many more pupils than they might under some other plan of instruction." (5) One danger of team teaching is that, the student teacher might be assigned only "flunky" type duties, and not experience real teaching. This of course could happen in a regular classroom situation. One obvious advantage of team teaching in student teaching is the training which can be used for a similar situation when he is on the job.

THE 3-2-3-5-2 PLAN

The University of Vermont has devised a plan for integrating campus methods and materials courses with student teaching in elementary schools. "A special schedule alternating student teachers on and off campus during the student teaching semester has over a three year period served to bring campus course work and field experience into close relationship." (6) This would seem to eliminate the age old controversy between theory and practice. If it does not eliminate it, then at least it would bring it into sharper focus for clarification and discussion on a meaningful level.

A FOLLOW-UP PROGRAM

Berry College, Mount Berry, Georgia has devised a follow-up program at the conclusion of student teaching. "Students come back on campus for three days of conferences and seminars to help organize and clarify their experiences. They also evaluate the teacher education program, and make suggestions for improvement. Joint meetings between the outgoing and incoming groups of student teachers are part of the orientation program for the beginning group." (7)

VIDEO TAPE

Teachers and student teachers have been using audio tape for many years to record their classroom procedures for the purpose of studying their techniques. Michigan State University has gone a step beyond by using video tape to record their student teachers in action. These tapes are then used by the student and his supervisor to study and improve his methods.

SUMMARY

This list is just a sample of the many innovations which colleges and universities are trying. It is interesting to note in the various journals that many "new" practices described by the teacher training institutions were used when I was in high school over twenty years ago.

It must of course be remembered that any program is only as good as the people which control it. There is no substitute for enthusiasm, hard work, and the ability to work with people. In closing I would like to include a quote from Dr. Ernest Melby, "It is not what a teacher knows. but what he is." This can well be applied to college professors, and student teaching coordinators as well as public school teachers.

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MICROTEACHING

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The term "microteaching" has been heard more and more in teacher education circles during the past few years. What is microteaching? What is its basic rationale? How is it organized and administered? This paper will attempt an analysis of the above questions.

It should be noted that the writer had difficulty locating specific information about microteaching around the country. Many teacher training institutions are experimenting with it, but few feel that their programs provide an adequate model for other institutions to either adopt or adapt. The writer feels that it is unfortunate that those experimenting with microteaching are unwilling to share both their successes and their failures with others. Also, what little has been written is generally in the form of a description of some project that lacked any experimental design or control. While the writer feels that initially in any area of study this is necessary, too often that is as far as anyone proceeds on the investigation. This seems to be the history of the microteaching movement.

Microteaching does not lend itself to easy definition. There are as many definitions as there are colleges for teacher education. The only criteria that are generally agreed on are that (a) the teacher candidate teaches for a short period of time, and (b) he receives relatively immediate feedback on his performance. As will be seen later in this paper, the content, structure, length and focus of the lessons vary considerably. Also, the type and size of the class and the method of feedback show little uniformity from one institution to another.

The basic rationale of microteaching is to provide the teacher candidate with feedback on his performance. The basic principle of feedback has been studied by eminent learning psychologists for many years. Armons (2) lists several tentative hypotheses that establish the basic rationale for feedback. Although they may be stated differently by some other learning psychologists, few would disagree with Armons.

1. The performer usually has a hypothesis about what he is to do and how he is to do it, and these interact with knowledge of results. If, as is frequently the case, the performer's hypothesis is incorrect, the interaction will ordinarily lead to below-optimum performance.

2. For all practical purposes there is always knowledge of his performance available to the human performer. The person will select areas, but they may not be valid ones leading to correct interpretation.

3. Knowledge of performance affects rate of learning and level of performance reached by learning.

4. Knowledge of performance affects motivation.

5. The more specific the knowledge of performance, the more rapid the improvement and the higher the level of performance.

6. The longer the delay in giving knowledge of performance, the less effect the information has.

The second rationale is to have the teacher candidate teach only a short period of time in order to focus on a particular type of skill or subject or concept. Also, logistics problems are greatly reduced when each student teaches short rather than long periods of time.

Although the concept of microteaching has been around for many years it received little attention until technology provided rapid and relatively inexpensive recording and playback equipment. The invention and perfection of video tape recorders in the late fifties and early sixties was the single technological breakthrough that created the great emphasis on examining the potential of microteaching.

Wooly and Smith (5) reported a form of microteaching that does not use video tape recording of the session and is somewhat typical of earlier procedures. They had elementary teacher candidates teach 15-20 minutes before a television camera using 4-5 children as the class. Colleagues of the student teacher viewed the session on television sets in another room. Following the lesson all the viewers and the supervisor would discuss the lesson with the person who taught the lesson. Later, the teacher candidate would teach a second time on television but the time delay was three weeks and the lesson was entirely different from the first one. The lack of formal evaluation and the lack of a control group make judgment of the value of this type of experience extremely hazardous. However, Wooley and Smith reported "most students felt that their second lesson was an improvement over the first..." (5) They also reported that student teachers acquired more self-confidence by seeing their peers teach. The explanation given was that if student teachers compared their performance with experienced teachers they would feel inadequate, whereas they could compare favorably with other student teachers.

Allen and Gross (1) at Stanford have made extensive use of video tape in microteaching and have developed an extensive microteaching experience for all MA candidates in secondary education. The program is conducted during a summer session and consists of three phases. The first phase involves tutoring high school students in a one to one situation. The students are from local schools and have been identified as needing such assistance. The second phase consists of teaching individual microlessons to a group of 1-5 students. The students are average or above average in their classwork and are paid to act as the class. Each session is devoted to a single skill or concept and lasts from 5 to 15 minutes. Following the lesson the supervisor and student teacher evaluate the tape. Then the student teacher prepares the same lesson again and teaches it a second time to a different group of students. This process is continued until the supervisor and student teacher are both satisfied with the results. Allen and Gross reported: "In most cases performance increases dramatically from the first microlesson to the second." (1) The third phase of the Stanford program lasts 4 weeks and is called microclass. In this phase teams of student teachers plan an entire unit. Each member teaches a different 15 to 20 minute segment of the unit to 4 - 5 paid students. The sessions are taped and evaluated but reteaching is not required.

According to the authors, the microclasses have several unique characteristics that cannot be experienced in the microlessons. First, every candidate gains experience in developing an entire unit. Second, the need for both long-range and short-range planning becomes evident, as does the necessity of being able to adapt or change plans as the situation demands. Third, each candidate is exposed to students for longer periods of time than during the microlesson phase. Fourth, each candidate gains experience in operating as a member of a team. Since this instructional mode is becoming more common, microclasses seem to offer an excellent training situation.

Allen and Gross (1) stated that microteaching provides an accurate indication of how successful each student teacher will be as a teacher. However, they offer no evidence to support this rather sweeping statement. They hinted at the possibility of selecting teachers for different types of teaching situations based on microteaching but offered no concrete suggestions on how this could be accomplished.

Through personal conversation with John Childs (3), a member of the faculty at Wayne State University, the writer is familiar with their use of microteaching. They have three different patterns of microteaching; all used with undergraduates after the first of two student teaching contacts. The first pattern is almost identical to the Stanford model except that each student teacher teaches the same lesson three times and the focus is on general rather than specific behavior. The second pattern is similar to the first except that specific technical skills that were identified as being weak during the first student teaching contact are practiced. The third pattern involves only elementary majors who teach a single subject concept to a group of their colleagues. The lessons are very short, 1-2 minutes, and there is no formal evaluation.

At Brigham Young University, Holder (4) reports that microteaching is being used as a replacement for up to one-half the student teaching experience for a group of teacher candidates chosen to participate in a research project. The microteaching is being used to focus on specific behaviors of the teacher and work toward improving those behaviors. Holder indicated that a one-half hour film was being made on procedures used to evaluate microteaching. Release date of the film was unknown, but the prediction was that it would be available within a short time.

In summation, it seems safe to say that microteaching is being used by many institutions around the country. The format varies considerably from one institution to another and no scientifically designed research was located. All those whom the writer identified as using microteaching were convinced of its merit, but offered no evidence to support these conclusions. Anyone considering implementation of such a program should take care to specify his objectives and evaluative criteria before using this procedure. Failure to do this is a guarantee that one will not fail, but neither will he know if he succeeds.

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RESOURCE MATERIAL ON THE NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION

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Since Marygrove College is desirous of becoming accredited by the National Council for the Accreditation of Teacher Education (NCATE), I have read considerably on the Council and have talked to various experts on the organization, among them: Doctor Parsey who was in charge of the accreditation procedure at Michigan State University, also Doctor Southworth of the same University, Sister Mary Emil, President of Marygrove College, who is a member of the Visitation Team for NCATE, and Sister M. Gabrieline also of Marygrove College, in the Director's position in the Education School.

Because many of the workshoppers might be considering NCATE, I would like to share all my resource material with the group.

In order to make this paper as informative as possible, and a potential guideline, I have arranged it into three sections:

--The History of Teacher Accreditation
--Its Value, and
--How a College Goes about Becoming Accredited.

THE HISTORY OF TEACHER ACCREDITATION

Historically speaking, accreditation did not reach out in the direction of teacher education before 1927. In that year, the American Association of Teachers' Colleges, AATC came into existence. This organization was good as far as it went, but because its membership was limited to teachers' colleges and normal schools, it was found to be too exclusive.

For twenty-one years, accreditation for the most part stood still. Then, in 1948, the AATC and schools of education which were part of a multi-purpose institute, and departments of education in a small number of Liberal Arts Colleges merged into a new association entitled the American Association of Colleges for Teacher Education, AACTE.

From 1948, until 1951, departments already holding membership in the AATC were issued accreditation in the AACTE, and many of the standards from AATC were handed down to the AACTE.

Visitations of the two hundred and eighty-four accredited colleges were made from 1951 to 1954.

Simultaneously with AACTE's becoming, another organization with an interest in teacher education was formed. This became what is called the National Commission on Teacher Education and Professional Standards, created by the National Education Association in 1946. This commission was charged with giving attention to:

--teacher education,
--teacher certification, and,
--accreditation of teacher education programs.

By 1951, this group speaking primarily for public elementary education, and secondary teachers in service, was ready to participate in an accrediting body for teacher education with broader representation than that included officially in AACTE accreditation.

At this point in time then, the AACTE, the NCTEPS, and the various state departments of education through the Council of Chief State School Officers and the National Association of State Directors of Teacher Education and Certification were demonstrating great interest in the accreditation of teacher education.

Consequential to the evolution written about above, it was agreed at a representative meeting of persons from the three groups, to form an accreditating agency to be known as the National Council for the Accreditation of Teacher Education, NCATE, AACTE would remain and become a research and service organization. The first meeting was held on November 14, 1952.

Representatives included six from AACTE, three from Councils of Chief State School Officers, three from the National Association of State Directors of Teacher Education and Certification, six from NCTEPS and three from the National School Boards Association.

In the transfer from AACTE to NCATE, the following understandings were reached:

1. AACTE accredited institutions were accepted into NCATE (if in good standing).
2. AACTE standards would be used until NCATE would set down its own.
3. Members of the Visitation and Appraisal Committee of the AACTE would be placed on the NCATE team if their term had not expired.
4. The AACTE would provide consulting help to institutions thus enabling the NCATE to do the work of accrediting only.
5. AACTE would do the necessary educational research.

July 1, 1954, NCATE began its work. In conjunction with the National Commission on Accrediting the following agreement was reached by October 10, 1956:

1. Membership:
    10 of the original membership
    7 AACTE
    3 National Commission

2. The Council agreed to work harmoniously with the six regional associations.
3. NCATE was recognized as the NATIONAL ACCREDITING BODY FOR TEACHER EDUCATION.
4. All would be reviewed in 1961.

The structure made effective in 1957 (June 1) continues to the present. (1)

THE VALUE OF ACCREDITATION

Now you wonder, just what is the purpose of belonging to NCATE, or better, being accredited by it?

Many reasons could be given for seeking such accreditation.

First, I think that colleges, or again, teacher educators who realize that teachers are going to be certified or licensed always must answer the question honestly and in accordance with their desire, By whom? This answer will provide direction or the lack of it.

For facility in the movement of teachers across state lines, NCATE accreditation is also sought. This seems to be one of the most common arguments, in fact.

Accreditation by NCATE identifies publically that the said institution meets the highest standards. This might be termed 'Operation Bootstrap.'

In the case of Marygrove, it is a challenge to acquire such accreditation in our pursuit of excellence, as in the listings of Michigan institutions holding such accreditation, only eight do so, and not one of them is a Catholic College or University.

Practically speaking, the whole process in getting accreditation involves the whole institution and results in stimulating all to improvement. This latter purpose is the most in keeping with NCATE's officially adopted statement which reads:

> The purpose of this council shall be the improvement of teacher education... (2)

HOW A COLLEGE GOES ABOUT BECOMING ACCREDITED

If any of the reasons or all of them convince the reader to take on the gigantic task of procurring NCATE accreditation, the procedure is as follows. (In this section I will use Dr. Parsey's notes and some material from Dr. Joyal's work.)

As Michigan State's Education belonged to the AACTE, its membership was secured in NCATE for two years until 1956 when revisitation would occur. Evidentally, more of the departments wanted accreditation, therefore, on November 30, 1959, further accreditation was asked for.

The following is a list of logged material pertaining to this situation:

April 4, 1960 - Forms were sent by NCATE.
June 1 - Information was given to the faculty.
June 16 - Information was worked on.
June 24 - All information was in, and the self study began.
September - Committees were set up.
October - Advisors began work.
November - Faculty in on the planning.
November 11 - The work started.
December 8 - Outlines out.
December 16 - Headings for self study.
December 22 - Report arrived at.
January 20 - Supplementary standards.
February 1 - Specifics set up.
May 1 - Report to NCATE, visit set for December 4-6, 1961.
May 8 - Self study--written matter on faculty, two or three pages about each faculty member.
September 20 - Summary report, documents, Seven from Standards:

1. Institutional objectives
2. Organization and administration
3. Student personnel programs and services
4. Faculty
5. Curricula
6. Laboratory Experiences
7. Facilities and instructional materials

One from faculty...
One Summary,
One of different forms.
In addition to the seven standards, Michigan State University put in an additional form on future projections.

November 2 - Evaluation team drawn up.
November 16 - Documentation to faculty.
December 4-6 - TEAM.....
December 12 - Follow up
January 25, 1962 - REPORT
March 8 - Comments and reactions (explanations really).
August 16 - JOHN A. HANNAH REPORTED THAT NCATE accreditation had gone through.
For ten years, unless unusual circumstances deemed it inadvisable to keep it.

The cost in paper work and faculty work hours far exceeds the money which the accreditation amounts to. Until recent times it cost from three hundred to five hundred for each level, three for elementary, four for secondary, and five for school service personnel.

Accreditation for a full-time with a visit after ten years may be had. Also, a provisional accreditation may be had. There is finally a deferral of action pending clarifying information. (3)

As you notice, the process takes a very long time, but viewing the fringe benefits, it looks like a challenge to the faculty at Marygrove. How does it look to you?

REFERENCES

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(3) Interview with Dr. Parsey, Professor at Michigan State University.

OTHER WORKS

1. Brown, Bob Burton, 'Dangers in the Use of NCATE Accreditation.' Journal of Teacher Education. Vol. XIV, 1963, Wash.: NCTEPS, NEA pp. 326-332.
2. Humphrey, Betty J. 'A Survey of Professional Educational Offerings In NCATE Accredited Institutions' Journal of Teacher Education. Vol. XIV #14, December 1963, Wash.: NCTEPS, NEA, pp. 406-410.
3. 'NCATE' Summary of Requirements in Teacher Education Curricula Wash., D.C. Council, 1958, 100 pages.
4. NCATE
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